

CHAPTER III

RESEARCH METHODOLOGY

This chapter will highlight and discuss the most appropriate methods of design, sample selection, data collection and analysis.

3.1 Research Design

According to Fraenkel *et al.* (2012) the method design which is selected for research studies should be the one which most suited to the research topic, as the method design itself is aimed to gain the answer of the proposed research question. Therefore, here, the descriptive qualitative research method was chosen in order to fulfill the purpose of the research questions. The descriptive qualitative design is expected to be able explore teacher's language choice in teaching English in EFL classroom interaction. Furthermore, it is also found that basically the qualitative study allows in exploring: behaviors, perspectives, feelings, and experiences in depth as it is stated by Holloway and Wheeler as cited in Fraenkel *et al.*, (2012).

It is also clarified by Fraenkel *et al.* (2012) that in the qualitative method, the data was collected, coded and classified into some categories so that the main issue of the study can be revealed successfully. The classroom observation and also interview of the selected participant are two main aspects that were conducted in order to gain the data which is needed (Burns *et al.*, 1996). It is also in line with Fraenkel *et al.*, (2012) who state that the nature of the qualitative study itself is intended to seek for information from naturally occurring data, thus, to some extends, observing and interviewing the participant will essentially be needed. The analysis of language choices includes description on how the pattern of the teacher's language usage in the lessons was presented. Lastly, the results were combined together and discussed from the point of view of the teacher so that implications that can be made.

3.2 Participant of the Research

The participant in this research was an English teacher from one of the junior high schools in Majalengka. The reason of choosing the school and the teacher is because first of all the school is accessible, moreover, the school characteristic as well as the teacher's had already been known. Therefore, the feasibility of the study was supported (Emilia, 2008).

The English teacher that was chosen has been teaching English for more than eighteen years. The selected teacher teaches English in grade seven. The selected teacher has Sundanese and Bahasa Indonesian as her first and dominant language use, however, the dominant language that is used to interact with the students in school area is Bahasa Indonesia. Therefore, the native language was investigated was limited to Bahasa Indonesia only. This particular condition is also in line with the students' background who basically have both Sundanese and Indonesian as their first and dominant language use. The quantity of the students reaches up to 35 student per-class. The selected teacher teaches English in a same class twice a week and each of the section last for about 80 minutes (2x40 minutes). The study was conducted four times during the English lesson itself.

3.3 Data Collection

This research employs two instruments, they are classroom observation and interview. These instruments were used to get a general description about the teacher instructional language choice in EFL classroom. Each of the instruments will be explained as follow:

3.3.1 Classroom Observation

Classroom observation was conducted in this study since it enabled the researcher to record behavior as it is happening (Merriam, 1991). In this study, the classroom observation was conducted in order to get general description about the teacher's language choice in English for Foreign Language (EFL) classroom

interaction. The classroom observation was equipped by a camera recorder so that all of the teacher's utterances or verbal performances in the classroom interaction could be transcribed. The transcription was analyzed in order to find out the teacher's language choice which also include frequency and function of L1 use in different parts of the lessons such as pre, whilst, up to post activity. Note taking was also conducted whenever there was any marked pedagogical aspect that related with the teacher's language choice occurred during the teaching section itself. The notes were copied after each meeting in order to keep the fresh memory of the observation (Van Lier, 1998 as cited in Emilia, 2008)

In addition, in order to get the clear picture of the pattern of teacher's language choice performed in the classroom interaction, the teacher's teaching section was recorded for about four times or four meetings within 80 minutes (2 x 40 minutes) for each of the teaching performance.

3.3.2 Interview

Interview was also conducted in this study in order to validate the data that was gained from classroom observation. Interview section could also enable researcher to gain specific information that was required from the participant in depth (Fraenkel et, al., 2012). Moreover, it can increase confidence in research findings (Glesne and Peshkire, 2004) In addition, at this point the teacher was asked to reflect her preferences regarding to the language that was used in the classroom (L1 or TL). The teacher's point of view regarding to the implementation and also the benefit of the L1 use was also clarified. The queries arising from classroom observations was clarified and considered as well.

The semi-structured interview was conducted in the language of the teacher's choice (Bahasa Indonesia). The interview was recorded by audio-recorder to create an interview transcription. In order to get general description of the language choice that was employed by the teacher in teaching English, the interview was conducted after the observation sections.

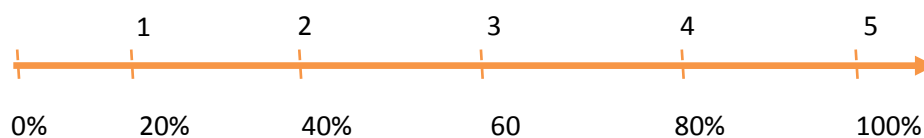
3.4 Data Analysis

The data which were taken from the observation was consisted of the transcription of the teacher's language usage in the classrooms. The data was further analyzed in order to find out the frequency of the L1 and TL use or language choice that was used by the teacher during the lesson. The transcription was explored and coded by focusing on the aspect that might cause the existence of the L1 during the lesson. Basically the analysis of the collected data was conducted as follows:

1. Firstly, this paper used the word count method in order to compare the use of L1 and TL from overall classroom language use that was performed by the teacher in teaching English to EFL learners. At this stage all of the intelligible words of English and Indonesia that was used by the teacher were counted. This included grammatical word such as articles and prepositions. This leads to an obvious problem due to the different nature of the two languages. However, since this is not the main focus of this study it seems accurate enough to give an image of the approximate proportion of each of the language use. The system of counting words used in this paper was drawn from Rolin-Ianziti and Brownlie (2002), and Liu et al. (2004). To count English words, this article used the word count function of a word processor. The amount of the L1 was placed in a certain position which was arranged start from 0 to 100%. The L1 use was put in an interval scaled from 1 up to 5 in which one interval to another was ranged for about 20 per cent (i.e. 1 = 20%; 2 = 40%; 3 = 60%; 4 = 80%; 5 = 100% L1 use). The illustration of the scale percentage could be seen on the table as follow:

Table of Interval Scaled of the Teacher's L1 Percentage

Interval (%)	Scale	Categories
>80	5	Very high
60 – 79	4	High
40 – 59	3	The use of L1=TL
20 – 39	2	Low
<19	1	Very low



*representation of the scale of the L1 percentage

The scale that has been mentioned before led the researcher to put the teacher on the scale at the level that matched the degree of her L1 use. This method has actually been used by Crawford (2004) and Lourie & Inbar (2010), however a particular change has been made in order to meet the needs of the research.

2. Secondly, the transcription of the observation was analyzed by using the Classroom Discourse Analysis (CLDA) (Suherdi, 2006). Then, the result of the classification was further classified based on its discourse function. Basically there were two major categories those are anomalous and non anomalous exchange categories. Each of the categories of the function has its own specific categories and types as well.
3. Then the remaining L1 use (based on its discourse functional categories) was counted to see the proportion L1 function itself. The function of the L1 use was classified based on its moves categories whether it is in a form of synoptic or dynamic moves and clarified the aspect that may cause the occurrence of the student's first language itself.
4. Finally, the data which was gained from interview was an interview transcription. The transcription was explored and coded to get teacher's inner thought towards the use of English language use in the classrooms,

how the teacher/learners native language was used and in what extend it was used. The data which was gained would validate the previous data from the classroom observation.